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Notes.

Your Associate Teacher.

BY DELIA A. LATHROP.

We hear a great deal of poor methods. There is, no doubt, abundant occasion for all the criticisms that are made upon the management and the teaching in our public schools; but admitting that they are not ideal, what then? How can they be improved? *I most cordially believe that, however perfect the educational ideals of superintendents and principals of schools, however much they may have read, or however varied their experience in elementary instruction, they as a body, or in their individual offices, can not create better methods in our schools.* Eminent success will not be secured by discussion of the comparative merits of mathematical and scientific study, of oral instruction and text-book teaching; not by determining any syllabuses of study or methods of instruction. Better methods will not be obtained by inviting ladies to hear your discussions, not even by interposing no objection to their taking part in them. Never by submitting to their plans made to hand for them, by lamenting poor work, nor by demanding good work. Methods given as directly and authoritatively as the ten commandments would fail utterly in their application, unless the heart of the teacher who is to apply them was in them. The best method the world ever saw is practically as dead as one of the chrysalides hanging upon your garden shrubs, waiting for the summer sun to warm it into active life, until the earnest enthusiasm of the teachers quickens it. The hearts of the women teachers associated with you are not in your methods, never will be, never can be, while they remain only yours. Your methods, be they to you never so philosophical, are to them absolutely empirical, and no man nor woman of us all is so constituted as to become greatly inspired in doing mere routine work. Your associate teachers must be induced to make your plans their own, to identify them with their own thought; they must have the kind of affectionate enthusiasm for them which comes only with originating them, before they can work them to their own pleasure or your approval.

But I hear some gentleman say, "You mistake entirely. I do not dictate to my teachers at all. They are free to work out their own plans." No doubt you are correct in the main when you say you do not over-rule your teachers; but I pray you to answer without prejudice, what motives are you bringing to bear upon them to in-

duce originality and growth? What are the most potent motives to influence the best men? Are they not, first of all, acknowledged success, and second, remuneration? Every woman who has any moral right to enter a school-room, starts out, as I said before, regarding success much more highly than salary. It is only when there seems to be nothing in the immediate future to which to aspire, that aspiration ceases. You complain, and justly, perhaps, that lady teachers are not broad in their comprehension of theories of teaching, nor exhaustive in their knowledge of its art. But suffer me to put the question plainly, what impulse is there to such study and practice? Who takes cognizance of originality of method, and praises the effort, standing, if need be, between the commendable attempt and the practical failure? Those who begin teaching impressed with the importance of seeking the best ways, finding results only commended, cease to "watch," and so "enter into the temptation" of securing these by the shortest and surest paths. If so much book-learning, neatly written upon paper and duly signed by the pupil, is the end sought, why be exercised about methods at all? But if the method be important, why not let it have its proper weight in determining the standard of the teacher? Encouragement to originality, recognition and commendation of excellent plans, emulation, confidence,—these are the prophetic winds which will cause the exceedingly dry bones of rote-teaching to live.—*National Teacher.*

One reason that teachers fail to succeed is because they do not day by day apply their knowledge and skill to the new circumstances that arise, to find a better result than the general rule, by which they work, will yield. There must be a constant adaptation of general rules to the individual pupil and to the individual cases that so constantly present themselves in the schoolroom. The following article by J. Elliot Ross has gone across the water and been copied in the *Irish Teachers' Journal*, and we now commend it to our readers.

TACT IN TEACHING.

The ground intended to be covered by the caption, 'Tact in Teaching,' is a keenness of perception to discern, and ability to perform that which peculiar circumstances or combination of circumstances may demand in the schoolroom. A thousand and one little exigencies there are for which no work on teaching, however exhaustive, can provide an expedient. In such cases, the teacher without tact will be unsuccessful.

To illustrate: An orthography class is reciting. The word "George" is given. John misses it, when it passes to James who spells it correctly. John is now required to spell it, but fails again; and though it be spelled for him a dozen times, and he attempt to as many, still he fails. Now, it will not do to call him a "dumb boy," and pass on; the teacher must have tact to enable the pupil to master the word. It has been done thus: "What are the first two letters? What are the last two?"—these questions repeated till the fact is impressed. "How many let-

ters in the word? The two middle letters are what?"—and the word is mastered. The highest diploma which the best college in our land can bestow cannot make a successful teacher; nor, to be more precise, does it even indicate him. Some of the most learned in the profession are not embraced in the circle of the most successful. Why? They lack one of the essential qualifications of the successful teacher—*tact*. That teacher who binds himself down to the experience and methods of others is a failure, just as certainly as he who binds himself down to the text-books. Stereotyped methods will not work in the school-room any more than the text-book questions are sufficient for any single lesson. It is well that we seek and obtain the experience and methods of others; but, after all, they are simply aids when viewed in the light of their real value.

But why speak of tact? Because it is lacking in a large majority of the instructors of the present day; and this, in a measure, because it is not properly appreciated by a large majority of those having control of the employment of teachers. It is not safe to conclude that a teacher is successful simply because he holds a high-grade certificate. Some of the greatest bunglers in the school-room can point to a normal school or college diploma, or a permanent certificate. This statement is made from personal observation. Let a man hold tenaciously to another's plan and he is a failure; let him dare to strike out for himself and he may succeed.

The sinew of tact is education. Success will not perch upon his banner who lacks either. Yet a moderate education combined with tact will ensure a greater measure of success than a liberal education without tact. Where this quality is lacking in the teacher, everything is a drag, and ere long there is developed a monotony in the daily routine of study and recitation which has contributed a vast number to the pitiable band of mental dyspeptics to be found among the American youth of the nineteenth century.

Yet what can be done? The certificate of the applicant for a school does not indicate his tact, and hence, how is a Board of control to judge? True, we have "Theory of Teaching" on the certificate, but is not that a dead letter? If the applicant has had no experience in teaching he receives "none" for "Theory;" if he has taught one or two terms he receives "middling;" more than that is "good," and the next time he is examined his "theory" mark is No. 1. What an absurdity!

The "theory" mark should embrace tact, and should be obtained by examination, as well as the mark for any of the branches he is authorized by his certificate to teach. Nor would this be a difficult matter. County superintendents are, or at least should be, practical, skillful teachers. Such could easily direct the proper questions for ascertaining the amount of tact an applicant will employ in his "Theory."

The common school system is moving on, but still there is much deplorable dragging. The machinery often screeches like the "hot box" on the railroad train. It needs lubrication. *Pour on more tact!*

Scientific.

There are very few, we suspect, who have noticed the difference in the heat engendered by cast and wrought-iron stoves. And now, as shedding light on the subject we are furnished with the results of investigations in this direction, made and carried on by the French Academy. Rabbits were made to breathe the air passing over stoves of cast and wrought-iron heated to redness, and afterward the blood of the animals was chemically examined, to ascertain the presence of carbonic oxide. The report states that the use of cast-iron stoves, at a red heat, causes in the blood, by the presence of carbonic oxide, a gas eminently poisonous, changes whose repetition may become dangerous; while the same method of investigation has not revealed analogous effects from stoves of wrought-iron. In summing up the results of the entire series of experiments the Commission reports as follows:

"The carbonic oxide, whose presence has been proved when stoves of cast-iron are used, may arise from several different causes. 1. The permeability of the stove by that gas, which will pass from the interior of the fire-pot to the exterior. 2. The direct action of the oxygen of the air upon the carbon of the cast-iron heated to redness. 4. The influence of the organic dust naturally contained in the air."

The Commission recommend that all stoves and heating apparatus of cast-iron, and even of wrought-iron, be lined with fire brick, or other substance, so as to prevent their attaining a red heat. A suggestion which we, on this side of the Atlantic, who depend so much upon stoves as a means of heating, will do well to give attention.

BESSEMER STEEL ESTABLISHMENTS IN THE UNITED STATES.—Mr. Alex. L. Halley, whose name is intimately identified with the growth of the Bessemer Works of this country, announces the following facts in connection with the working condition of our Bessemer Steel establishments. The product of American Bessemer Works has been steadily increasing from various causes—better organization, better refractory materials, and chiefly numerous large and small improvements in mechanical details. In 1868 an out put of 500 tons of ingots per month was barely reached in the best works; in 1870 the production at Troy and Harrisburg had risen to about 1,700 tons per month. Maximum. Early in 1872 the Harrisburg works turned out above 2,000 tons per month, and for a year or more these and the Cambria Works took the lead in this direction, the latter having run as high as 640 tons in one week. During 1873 the Cambria, Harrisburg, North Chicago, and Joliet Works averaged 25 to 30 heats to five tons each per 24 hours. During the week ending July 12, 1873, the Harrisburg Works made 186 heats, yielding 890 tons of ingots. The product of the Cambria Works for the week ending Jan. 17, 1874, was 189 heats, giving 956 tons of ingots. During 24 hours (Friday, Jan. 16) 46 blows were made. On Friday, Feb. 13, 1874, the Troy Works made 50 heats in 24 hours, yielding 267 tons of ingots. This is the most remarkable run on record. During the week ending April 4 the Troy Works made 195 heats, yielding 972 tons of ingots, which is the largest week's work. In January, 1874, the Troy Works made 2,899 tons of ingots, and in April, the North Chicago Works made 3,526 tons, which is the largest month's work. These are all five-ton plants, consisting of two five-ton vessels and accessories, and they work only eleven turns, or five and a half days per week.

The *Philadelphia Age* proposes this plan concerning uniform text-books: "(1) Authorize the State Superintendent and his assistants to prepare a complete system of school-books; (2) have those copyrighted by the State; (3) let them be the school books of the public schools; (4) let any publisher print them who wishes to or let the publishing be divided among different sections of the State to the lowest bidder."

Educational Press.

School Diseases.

It is a serious question whether we are not getting what is called education at too exorbitant a price, when the health and usefulness of eyes are impaired or sacrificed. And the mischief that is done to eyes in schools and colleges may safely be taken as an indication of the damage that is inflicted upon other parts of the body. Objectors may, perhaps, say that the appalling statistics obtained by the foreign observers could not be gathered in American schools and colleges. I believe that they might, and I found my belief upon twenty years' work among just the classes of subjects tabulated by Cohn and the other Continental observers. I believe that our system of education, if, indeed, we may be said to have a system, is one of the most damaging in its effects upon the growing bodies of scholars of any in the world. Let any one familiar with hygiene take the pains, as I have, to inquire carefully into the physical effects of curricula of our leading schools and colleges, and he compelled to confess that there is the greatest cause for reform. The attention which is paid to gymnastic exercises and other methods of physical culture does not correct the evils. It often happens that those who really need physical exercise most do not get it, or that the exercise is excessive, and does harm to those who engage in it. What we need in our school and college curricula is a diminution of the hours of labor. The working hours too often extend from eight or nine in the morning to ten or eleven at night. The strain thus put upon growing bodies is too great. Some method should be devised by which much that now involves a persistent use of the eyes in confined and unnatural postures of the body could be accomplished through the use of models or photographs, or the blackboard. Much that is now attempted to be taught by badly-printed books might be taught orally or by some form of object lessons. Even if such radical changes could not be accomplished, much might be done towards lessening the evil effects of our present method by shortening the hours devoted to study, by correcting defects in the architecture of class and study rooms, by improving the ventilation, heating, and lighting of school-houses, and by diffusing information among the parents of scholars, so that there may be less in the home-life that is prejudicial to health. And just here we touch the very fountain of the evil. Our schools cannot be much, if any, above the intelligence of their patrons. I do not blame the teachers for the evils in our systems of education. I blame boards of trustees and other school and college boards for not applying the principles they have already been worked out by scientific men. If architects and boards of managers of schools and colleges would apply in the construction and conduct of their institutions of learning even a few of the principles that sanitarians all agree upon, we would at once see a reduction in those forms of disease which are traceable to their present neglect.—*Sanitarian*.

The Age for Going to School.

The great argument for a child's learning to read early is the fund of innocent and quiet entertainment—how we old folks welcome any thing that keeps the young ones quiet!—found in the story-books and pretty magazines so temptingly laid before our little ones these days. Teach your child then to read as soon as he is willing to begin, but never make an issue with him on that score till fully turned of seven. That fearful diseases of the brain are engendered or the whole mental structure permanently stunted by being pushed to unnatural growth by hot-house culture, any skillful physician will tell you is no figment of a sensationalist brain, but a peril to be cautiously and judiciously warded off by a prudent forbearance on the part of educators and guardians of infancy. We have heard of similar cases, and know of one instance where two children possessed of equally fair capacity, started at their books, the elder at four, the other

not till seven, three years afterward, and in two more years they were in the same classes and worked abreast ever afterward. Do not examples like this show that as far as amusement and nursing the child goes it is well, but that the real educative work of life is not materially advanced by beginning so early?—*Home and School*.

Simplifying the Educational System.

A bill was introduced at Albany to transfer the duties of the State Superintendent of Public Instruction to the Regents of University of the State of New York.

It is possible that there may be very grave objections to this plan, but it certainly presents some obvious advantages. It removes the superintendency of public education entirely from the domain of politics, where it never ought to have entered. It insures a greater permanence in the educational system adopted. It does away with the necessary confusion and conflict arising from the present divided supervision. It creates a single responsibility, and thus gives at once the strongest stimulus and guarantee for efficiency.

Whether the bill should be adopted or not we should hope to see our legislation tending in the direction of greater simplicity and efficiency to which it points. Let us have fewer divided responsibilities; fewer non-political duties dragged into the maelstrom of politics; fewer great interests demanding stability and permanence left contingent on the whims of successive Superintendents and the casual turn of a popular election.

Training Children.

—Comparing notes with a friend a few days ago on this constantly recurring and ever-interesting topic, we presented our objections to many of the so-called systems of modern educators.

"You are quite right," replied our interlocutor, "my mother was famous for her good management—"

"We have a conspicuous example of that," interrupted we.

"You wander from the subject," she rejoined; "I was not going to tell you how she managed, but wanted to give you her opinion of 'systems of training.' She used to say, 'I think they are very much like the original patent apple-peelers which are very good for medium-sized apples of proper shape, but leave the little ones untouched, and cut off the best of the large ones.'—"*Home and School*."

A writer in *The Yale Literary Magazine* thinks that a club of students possessing pleasant rooms, with a restaurant, is a better thing than a college society. He says:

It is to be devoutly hoped that the present class system of societies would not be perpetuated in the clubs, to curse them as well; and if not, each club would probably soon come to be distinguished by the general character and tastes of its members, as are the clubs in our large cities. For example, one might be composed mainly of high stand and literary men; another of those devoted to athletic sports; a third, of popular men—to use a much abused term—and so on. Debating hall, gymnasium, theater, might, perchance, be peculiarities of their respective halls. Certainly, similarity of tastes and pursuits would be a far pleasanter bond of union than the mere accident of entering college at the same time. Membership would probably be limited to the three upper classes. At any rate, there would be little temptation to elect a man until he had fairly shown himself to be a desirable member; and a man would choose his club, if he had a choice, with his eyes open; while by making a very small number of black balls sufficient to reject a candidate, there could be secured all the blessings of selectness of which most secret society is possessed.

Unkind language is often sure to produce the fruits of unkindness that is suffering in the bosoms of others.

Selections.

The Home and Colonial Schools, London, England.

(The following article will be of interest from the fact that Miss Jones, a teacher for many years in the schools was invited in 1861 by the Board of Education of the city of Oswego to take charge of a class of teacher to train them for elementary schools. Her labors were the causes of the great revolution that took place and whose benefits we feel all over our land. They are under the charge of Miss Mayo, sister of Dr. Mayo, who had made a careful study of the system and methods of Pestalozzi. There are three schools, Normal, Model, and Practising.)

The whole number in the Normal school was two hundred. The Normal or Training course is two years; the professional instruction given the first year, is on methods of teaching; and the second year, on organization and government. A portion of the pupil's time is passed in the model schools and schools of practice, but much time still remains for study and recitation. This, for the first year, is allotted as follows: The number of hours each week given to religious instruction and church history is 8; language, 4 to 5; arithmetic, $4\frac{1}{2}$; geography, 3 to 4; drawing, 2; music, 2; history, 1; reading, 2; writing, 1; natural history, $1\frac{1}{2}$; domestic economy, 1; needle work, $1\frac{1}{2}$; drilling, $1\frac{1}{2}$; and object-lessons, $1\frac{1}{2}$ hours for a part of the year.

The lessons on the principles of teaching are given by the head master in the form of familiar lectures, the notes of which were shown us. The students take notes and write out these lectures quite fully. The lessons on the practice of teaching are given by the master of the model schools, who during the year gives illustrations for the normal students: in reading, 6 weeks; in arithmetic, 7; geography, 5; grammar or language, 4; moral instruction, 4; object-lessons and common things, 4; natural history, 5; and writing and dictation, two weeks. These lessons consist of model lessons to children before the teachers' classes; of examinations or questioning on these lessons, and of notes or sketches drawn up by the normal teachers and corrected by the model-school master.

II. THE MODEL SCHOOLS.

These schools include the model infants' school, which receives children under eight years of age; the model juvenile school, having pupils from eight to fifteen years of age; the model mixed school, and the model high school. The model schools are designed to show the practical working of the system, and to exhibit, not only to the students and teachers, but to others, standards, or models, for imitation. In the infant school, which often contains very young children, the aim is not so much to communicate knowledge, as to form good impressions, correct bad habits, cultivate attention, and prepare the children for successful future progress. The lessons given are on religious and moral subjects, color, form, size, number, animals, plants, the sounds of the letters, common objects, and, in general, embrace the whole system known as "object-teaching." In the juvenile school, the subjects are similar, but include more, and are presented in a more continuous and systematic manner, holding the attention longer, and giving more exercise to the reasoning faculties. The lessons in this school are partly prepared from books before coming into the class, and the children, to a considerable extent, after reciting the lesson prepared, and receiving instruction on it, reproduce it in writing. There are classes in reading, writing, etymology, arithmetic (mental and written), elementary geometry, geography, natural history, English history, drawing, writing, and vocal music. There are exercises, apparently every

day, designed to give general information on the properties of matter, arts and manufactures, elements of architecture, money matters, and political economy. The girls are taught needle work, and the boys take gymnastic exercises separately. The recitations in the model schools evinced great quickness of perception, fixed attention, and a good knowledge of common objects and the general affairs of life. We listened to a very interesting Scripture exercise on the Feasts of the Jews and the appointments of the priesthood. Passages from Leviticus and Hebrews were read; the master then stood by the blackboard, drew a diagram, put down the principal points of the lesson, and explained the difficult parts until the class of thirty seemed to understand it, and could give the outline. A similar method was pursued in teaching and illustrating other objects. The model schools are at all times open to the public.

III. THE PRACTISING SCHOOLS.

These schools consist of four or five sections each, of infants and juvenile pupils, and are designed to afford the normal teachers an opportunity to practise teaching. There were four or five rooms under the supervision of thoroughly competent superintendents. The normal pupils were in these rooms—a part teaching classes, a part observing and taking notes for criticism. Some of the classes appeared to be well taught; there was promptness in answering, life and animation in the whole exercise, while others were less interesting, either from the lack of knowledge or tact on the part of the teacher, or from the abstruseness of the subject. Whenever the interest of the children seemed to flag, the superintendent of the room would throw in a question, or, if necessary, take the class entirely into her own hands and give interest and life to the exercise. In the infant department the children are in school twenty hours each week. This time is so allotted to different subjects as to give $3\frac{1}{2}$ hours to reading; $3\frac{1}{2}$ to needle work (girl); 3 to Scripture lessons; $2\frac{1}{2}$ hours each to number and sectional gallery lessons, and the remainder of the time to "kinder garten" lessons, moral instruction, and singing. The lessons are changed each day, and are usually from 15 to 20 minutes long.

RESULTS.

We passed two days in these schools, listening to recitations, studying methods, observing the operations of the system in all the departments, and noticing especially the peculiar features which have given these schools prominence. The Pestalozzian system, modified as it has been by experience and to suit the English mind, appeared to be quite successful here. The model school, which is perhaps the finest exponent of the system, exhibited good results. The pupils of this school were mostly from the middle classes of society. They appeared to be intelligent, with active minds, and both in recitation and in general deportment would have compared well with the best schools in this country. The answers evinced not only a thorough acquaintance with the subject, but an amount of collateral knowledge which would hardly have been expected in an American school composed of pupils of the same age. The recitations in the practice school were less satisfactory, but as this school is composed chiefly of children from the lower classes, and is taught mostly by inexperienced young ladies from the training school, the same results were not expected. Still, it could be easily seen in this school, that every step of the course had been carefully worked out, and was made to conform to well established principles.

We afterwards witnessed the successful application of the system in the Battersea Training College, the schools of the British and Foreign School Society, at the Borough Road and at Stockwell, and some others, in all of which good results appeared to be secured. The master of one of the largest normal schools, however, stated that the system had been tried awhile in the schools with which he was connected, but the success did not warrant its continuance; but even here, and in other English schools not adopting the whole system, many

of its features were exhibited, and we have no doubt that it might be easily proved that many of the schools of England have been leavened by the influence which has gone forth from the Institution of the Home and Colonial Society.—*D. W. Crump in Common School Journal.*

On Teaching History.

(This is part of an article by Mr. Wm. Rosseter in the *English School Master*.)

If we have a first-class of, say, forty children, we buy forty copies of some compilation at an expense which would amply suffice for copies of all the really good historical novels, the reading of which would give the children an infinitely better knowledge of historical personages, places, and events, and of the state of England in former times than any amount of reading in text-books. "But novels are not true!" Are they not more true than ordinary text-books, in that they give a more vivid picture of the places and people, the manners and habits, and of the succession of events? Added to this may be the fact that every place described in a novel becomes to the reader a real place, every person a real acquaintance, and, where it is of any importance, the names are those of real personages and of real places. "Novel reading is waste of time!" Not if the readers thereby learn to read and derive from the reading the information we desire to give them. "But novels in school!" Why not? One of the chief things a school should do is to develop, as far as possible, a love of books, and especially of the best books, which cannot be done by limiting the scholars to school "reading books" or school text-books. The novels of Mrs. Gaskell, Charlotte Brontë, and even those of George Eliot can be read with interest, if not with full comprehension, by children of twelve and thirteen, and cannot but do good in being read; and, with more especial reference to history, this is equally true of the novels of Scott and Lytton, and even the historical plays of Shakespeare are not completely beyond the minds of school children. We admit this in a half-hearted sort of way, by collecting a number of extracts from such books and calling them "Readings in English Literature" or "Advanced Reading Books," possibly in many cases an effectual way of exciting a prepossession against "English Literature," besides being a waste of money in printing little pieces of books already abundant and inexpensive in the complete form.

But reading of this kind is what the children can do for themselves: what shall the teacher do? Guide, direct, suggest, and explain; see that each child gets the book best adapted to its wants, and by questions, illustrations by maps and from other books, explanations and answers to questions that may be asked, help to make the reading part of a basis for future study, and especially by his conversations on the subject of history, show that his study of the subject has made him catholic-minded, sincere, and reverential in speaking of the great deeds of any nation in any time. He may easily direct their attention to passages in larger histories, where they may find in more detail what is only briefly mentioned in some book they may be reading; may show them how to compare conflicting statements with the best hope of arriving at a proper judgment: explain the positions of the various writers on history, and how their opinions and statements are likely to have been affected by their positions.

"The age is disposed to recognize the wrongs of injured wives, but why is not some of our sympathy reserved for damaged husbands?" So inquires the *Tribune*. "It isn't the good woman who always suffers from froside ferocities and the abnormal use of the hair-brush, to say nothing of the tongue. We are sure we do not know why it is that when a man's wife ill-treats him, Candle-lectures him, snubs and scolds him frets him into premature hair-blanching and early labyrinthine wrinkles, he has only the cold comfort of knowing that his case is discussed laughingly by his most intimate friends. We are not sure that the men will not have to call a national convention of their natural or unnatural rights."

Agassiz.

My acquaintance with Agassiz began in the Autumn of 1848, and during the next two years he was frequently at my house in Waltham, and made collections with me in the country around the village. One day, as we were walking together in a field, we came to the fragment of a bone, left apparently by some dog from a neighboring house. I was passing by it without attention, but Agassiz picked it up, and saw two spiders clinging to its underside. "There!" said he, as he transferred the spiders to a bottle of alcohol, "that shows us that no object is so trivial as not to pay you for looking at it. Who would have thought to get two genera spiders from an old piece of mutton bone?"

We returned one day, from our ramble with several frogs and snakes tied up in a handkerchief with a couple of spotted turtles. Mrs. Hill asked him if he thought the frogs liked their company. No! he said he was afraid they did not find it very agreeable. He took the turtles out, and transferred them to a waterpail, and set them in the kitchen. Our servant girl—newly arrived from the north of Ireland,* and who had been greatly delighted, a few days before, to hear Agassiz describe, in a public lecture, the Irish mollusks which she had herself gathered in her childhood—looked at these novel monsters with an "admiration not unmingled with awe." While we were at dinner she came in, with breathless horror, and whispered to Mrs. Hill that one of those black things was creeping into the fire. Agassiz overheard excused himself, and ran to save his tortoise. I followed just in time to see him push aside the reflector from before the range, and dive in after the reptile, which was not injured. He said he understood the girl's terror; he had never seen a living tortoise himself until his arrival in America.

I showed him one evening in October, 1848, a card on which were drawn, in water colors, many insects indigenous to Holmesburg, Pa. among them was the *Ploaria brevipennis* of Say. It was new to him, and he eagerly questioned me concerning its habits. As we afterward walking up to Rumford Hall, he said "You have spoiled my lecture for to-night." "How so, sir?" I asked in some surprise. "I cannot lecture for thinking how that creature can fly." He thought it was not properly classed with *Ploaria*, but it was a new genus, nearer to *Hydrometra*, as I understood him, and wanted to know how it was in Waltham. I told him that I had seen one specimen two years before, and it was arranged that he should come the next day, with boxes and pins, and I would guide him in search for them. When he came I was so fortunate as to lead him to a shed where we found a great abundance of specimens. As I saw the great pleasure he had in collecting them, I said I hoped it was not irreverent to say I was thankful that I had succeeded in finding them for him. "Irreverent" exclaimed Agassiz. "If a man is not thankful for finding a new genus, for what could he be thankful?"

I frequently tested him for the benefit of some of my incredulous friends, by showing him a few loose scales from a fish, and he never failed to name them at sight, and usually the species. I was anxious to know why the smelt of my native Raritan were so much superior to those of my adopted Charles; but Agassiz declined to give a positive opinion concerning their specific identity from a mere comparison of loose scales. I therefore produced a box of smelt from New Jersey, but found the Professor had gone to Florida. I put therefore a few in alcohol, and gave the rest to the "heartiest of Greek Professors," who agreed with me in thinking them vastly superior to the New England fish. When Agassiz returned I carried him one bottle containing the Raritan, and another containing the Charles river smelt. He took a fish in each hand, looked carefully at them in the face, on the back, on the belly, on the sides, from the tail end; and finally said, "I am more sure they are different fish than if I had made them myself." I thought it a fair illustration of the caution with which he observed all these facts be-

fore giving an opinion; and the consequent strength of his opinion when the facts had forced it on him.—Dr. Hill in *Christian Weekly*.

COLORADO HIGH SCHOOL AT HARPERS FERRY.—This institution owes its origin, incidentally, to old John Brown. During the war that followed his famous raid, the United States arsenals and armories were completely demolished, and at the conclusion the government donated the public lots and officers' houses still standing on Camp Hill to found a school for the education of the recently emancipated race. The late John Storer, of Maine, aided the enterprise by an endowment of ten thousand dollars, and in 1868, it was chartered by the Legislature of West Virginia with the title of "Storer College."

The property comprises five buildings containing about eighty good rooms, occupied by the teachers and families, and a considerable number of students who lodge and live there. One building contains ample recitation-rooms, the library, reading-room, and chapel. The locality is eminently healthful, and one of the most beautiful that can be imagined. From the rounded summits of those breezy bluffs that overlook the town of Harpers Ferry we may see the crystal waters of the Shenandoah sparkling for miles through its deep and rocky gorge, and just below, where they meet and mingle with those of the Potomac, we may see, from a point midway between base and summit, the tremendous gateway through which the married rivers, now one stream forever and indissoluble, hurry down to meet the ocean tides at the federal city. Here the professors and teachers are whites; and the principal, Rev. N. C. Brackett, is universally esteemed throughout the district for high personal character, as well as the tact, patience, and ability with which he fulfils his difficult and responsible mission.

It requires three years to complete the collegiate course, and the curriculum is substantially the same as the village schools—reading, writing, and arithmetic forming the basis of the studies from first to last, varied with some preliminary glimpses at history, geography, and political economy, literary composition, and declamation, and finally instruction in the art of teaching. And here we cannot fail to commend the sincere good sense exhibited in the arrangement of this course, which offers to the needy freedman only the substantial necessities of education, without undertaking to dazzle and delude him with its luxuries, vanities, and pretenses, which have for so many years emasculated and discredited the educational system of this country.

In pursuance of the same idea, the expenses of schooling at Harpers Ferry have been reduced to the lowest practical figures, costing for tuition and living about twelve dollars per month, all told, and something less to those who board themselves. To this end facilities are furnished students for doing their own washing and cooking, and in this way the annual cost of living (clothing excepted) ranges from fifty to one hundred dollars.

We have the example of a man and wife who supported themselves respectably for a school year of nine months on eighty-one dollars and seventy-five cents the greater part having been earned by manual labor during the term, and without losing a single day from the school.

It is so common for married couples to apply for admission to the school that a building has been set apart for their especial accommodation. Parents and children used frequently to come together, and stand up side by side in the same class, but the rising generation so far outstripped their ancestors that the old folks became ashamed of themselves, and gave it up, or, out of pure filial respect, were forced by their children to retire from the unequal contest.

—Harpers' Magazine.

The *Philadelphia Age* objects to instruction in drawing in the common schools, saying that "if any one wants his child or children to take lessons in a branch entirely foreign to the common school curriculum, as drawing is, let him pay for such instruction out of his own pocket, not have it paid for him out of other people's pockets."

How Kepler arrived at his first Law.

He calculated the place it ought to occupy according to the theory of its revolving in a circular orbit, and soon found that the place it really occupied in the sky differed materially from that assigned to it. This theory was thus at once shown to be incorrect, and he had therefore to form a fresh one by the combination of several circular movements: and again he diligently calculated its position, till, just as he seemed to be on the verge of success, the planet once more wandered away from the path which he had assigned to it; and once more he had to commence his observations from the beginning. In this way he continued to try one hypothesis after another, submitting each to the test of most careful observation, till at length no fewer than nineteen different theories had been proposed, and the movements of the planets compared with those which were calculated by these theories; and yet the true solution of the problem was still unobtainable. His perseverance, however, never failed, and he toiled on, though eight long years had been occupied in the task. One important negative result he had, however, arrived at, and this was that, whatever was the nature of the curve of the planets described, it was not a circle nor a combination of circles. This was one great step toward the solution of the task. From the very earliest ages it had been assumed that as the circle seemed the perfection of form, all the heavenly bodies must move in circles; but Kepler now cast off this trammel, and then applied himself afresh to his task. In looking at the greatness of his work we must remember that the difficulty is much increased by the fact that our station is itself in rapid motion. Could we view the planets from the sun, we should easily see their courses; but as we cannot do this, allowance has to be made in every calculation for the movement of our standpoint, and this motion was not then clearly understood. Having discarded the theory of motion in circles, Kepler now proceeded to try other forms, testing them as before, and the first that occurred to him was the ellipse. The same series of calculations was accordingly gone through again, and this time the motion of the planet was found to agree with that assigned to it by the theory. The great problem of the heavens was now solved, and the joy with which Kepler enunciated the first of the laws which bears his name can scarcely be imagined. This law may be stated as follows: The planets revolve around the sun in elliptical orbits, the sun being situated in one of the foci.—*Cassell's Popular Educator*.

At a meeting on Tuesday of the Essex County Teachers' Institute, the County Superintendent spoke as follows, concerning the teachers' profession:

"No one, it is true, can hope for such pecuniary gains as the merchant or the member of some other profession sometimes attains; neither are the risks of failure near so great. A capable teacher is almost sure of a comfortable living, and of a pleasant, respectable position in society, a position to which often money alone would not introduce him. His leisure hours are many during the year, and these he can give to self-culture or the better preparation for his duties. I would like to ask the young woman who has so many complaints to make, 'What business can you undertake that will pay you so well for the time during which you are employed?' At any other work you will begin your labors one or two hours earlier, continue them two or three longer, and this, too, for six days in the week instead of five, and twelve months in the year instead of ten, and receive no more than your present salary—probably not so much."

This may be reasonable enough in consideration of our present school system, but we believe in giving larger salaries to teachers. We also believe in making at the same time the standard of qualifications so high and severe that every teacher shall thoroughly earn his wages. The world is fast getting beyond the stage of incompetent instructors.

Why Ears Should Not be Boxed.

In "Physiology for Practical Use" (D. Appleton & Co.) we find the following: "There are several things very commonly done which are extremely injurious to the ear, and ought to be carefully avoided. . . . And first, children's ears ought never to be boxed. We have seen that the passage of the ear is closed by a thin membrane, especially that adapted to be influenced by every impulse of the air, and with nothing but the air to support it internally. What, then, can be more likely to injure this membrane than a sudden and forcible compression of the air in front of it? If any one designed to break or overstretch the membrane he could scarcely devise a more efficient means than to bring the hand suddenly and forcibly down upon the passage of the ear, thus driving the air violently before it, with no possibility for its escape but by the membrane giving way. Many children have been made deaf by boxes on the ear in this way."

While the criticism of the *Tribune* of the drama, as represented in our public schools, is, perhaps, unnecessarily severe, it can not be denied that there is much and very grave truth in these remarks, especially as regards the "cramping" of the minds of young scholars. Everything is set aside to the one aim of stuffing the scholar with just such a quantity of such and such matter—knowledge it can hardly be called—sufficient to make a brilliant show on graduation day, regardless of the question whether this system of teaching is productive of a sound, practical knowledge on any one subject, or a comprehensive general idea of the various subjects embraced in the course of study, or whether it simply forms a shining, polished shell around an empty, impoverished mind. Hence the apparently just reproach of lack of thoroughness heaped upon our system of free education by foreigners who, in reality, do not pass judgment upon the system, but upon its failure of being carried out in the spirit in which it was conceived. Since the war our national, besetting sin, the love of display, has been growing with fearful rapidity upon us, high and low, rich and poor. But of all the places in the world we can least afford to open our public schools, where the destiny and future of our nation are shaped, to the cankerous influences of this vice, and zealous care should be taken by those men, who are set to watch over our educational interests, that the school room is not reduced to a mere toy place of childish ambitions, and sight lost of the greater and more exalted aim for which it was intended,—that of moulding the young mind of the future citizen, and engraving upon it high and noble aspirations, the anchor of hope upon which will, at some not very distant day, rest the fate of the Republic.—*Exchanges.*

The State Industrial School for Girls of the State of New Jersey was commenced some three years ago, on rented property, on the outskirts of the city of Trenton, N. J. Some few months ago the new building was opened, also situated perhaps half a mile from the edge of the city. The building is of brick, very neatly and tastefully built—the first of the "family buildings" of the institution. It is surrounded by ample grounds, tastefully laid out. The rooms are small. The building is intended for the accommodation of thirty-five girls. Every one has her own room, small it is true, but her own, perfectly private, scrupulously neat and clean; each having a small bureau, with a small bedstead, and pillow-slips and sheets as white as snow. After extensive opportunities of observation in different States, I do not believe that one boarding-school for girls in ten has as nice accommodations for its wealthy pupils. Except in the room where the girls were sewing I did not see a speck of dirt. The guest-chamber and the hospital, or chamber for the sick, could hardly be surpassed for taste, neatness, and propriety. So with the kitchen and all the surroundings.—*Christian Union.*

The following communication clearly shows that the stockholders of the Industrial Exhibition Company have in no way endangered their stock by submitting to a mortgage of \$20,000,000 being placed on the properties of the Company; on the contrary the value of the stock is enhanced. The stockholders, of course, have nothing, except as the bond-holders are first made secure and the bonds paid. This has been accomplished and arranged, and every bond and every premium will be paid at maturity, and in the end each dollar of stock will be represented by three or four dollars of available cash assets, thus making the stock worth at least three to one.

NEW YORK, July 21, 1874.

SIR: Your favor of this date, making inquiries as to the condition of the Industrial Exhibition Company, and as to the investment of \$5,000 made by you in the stock of the Company, is at hand.

It is believed that the stock of the Company will sell above par soon after the building is opened to the public, which will probably be in December, of 1876. Work will doubtless be commenced on the ground and building within sixty days. Many European governments have placed large loans on a plan known as the "Premium Loan Plan." The Industrial Exhibition Company has adopted this plan.

I here give you a general idea of the plan and its effect on the stock of the Company. At the last session of the Legislature the charter of the Company was amended, giving to the Company the special right to issue bonds to the amount of twenty millions of dollars. Under this charter the Company will issue the Premium Loan Bonds to the above amount, and to secure the same has executed a trust deed or first mortgage to trustees for the bond holders. This mortgage gives the franchisees, real estate, personal property, and all the Company has or may become possessed of until the bonds are all redeemed, at which time the trust deed terminates. This loan of twenty million dollars is divided into one million bonds of twenty dollars each.

These bonds have no coupons, and there is no interest payable until they are redeemed. A certain number of the one million bonds are redeemed each quarter. Every three months there is drawn from the whole number of bonds the number that is to be redeemed in that quarter. When a bond is redeemed the principal and accumulated interest is paid to the holder, which includes such premium as the bond may, by the drawings be entitled to.

For example; On the seventh day of this month (July) there was drawn from the total number of bonds 1,000. On the seventh day of September, numbers representing these 1,000 bonds will be placed in a wheel and drawn out one by one; each bond will be entitled to the premium which falls to it.

There are one thousand bonds to be redeemed this quarter:

1 bond will receive.....	\$100,000 cash
1 " " " " " " " " " "	10,000 "
1 " " " " " " " " " "	5,000 "
1 " " " " " " " " " "	3,000 "
1 " " " " " " " " " "	1,000 "
10 " " " " " " " " " "	\$500 each.. 5,000 "
10 " " " " " " " " " "	200 " " 2,000 "
27 " " " " " " " " " "	100 " " 2,700 "
48 " " " " " " " " " "	50 " " 2,400 "
900 " " " " " " " " " "	21 " " 18,900 "

1,000 bonds redeemed. \$150,000

By the above plan of redemption there are 1,000 bonds redeemed, and 900 of them receive \$21 for the bond which cost \$20, and one hundred are paid sums varying from \$50 to \$100,000 each. Every three months a similar drawing takes place, until the whole loan is redeemed and cancelled. Please notice that the total amount distributed in each quarter is \$150,000, i. e., in the whole year \$600,000, being three per cent., on the loan of \$20,000,000.

The Company has entered into a contract with Messrs. Morgenthau, Bruno & Co., German bankers, to dispose of the bonds. From the

proceeds the Company invests, \$9,000,000, which will purchase at least ten millions of dollars' worth of bonds and mortgages, bearing seven per cent. interest. These investments will give the Company an income of \$700,000—this is \$100,000 more than the Company requires to redeem the bonds for the first ten years. This \$100,000 of excess is made a sinking fund, and at the end of ten years will more than pay the increased annual premiums.

The investments of the Company pay off the bonds, principal and interest, and the bondholders are secured, fully and absolutely. The investments above referred to absorb nine millions of dollars, and the Company has the surplus proceeds of the bonds to erect for the City of New York a Palace of Industry and Art and a Public Library. This is a sufficient sum to erect the building and open it to the public. The ornamentation of the court, purchase of works of art, and equipping the library, can be provided for out of the earnings of the Company, and by sale of hereditary memberships.

It is the opinion of many capitalists that the rate of interest in this country will not remain at seven per cent. for a very long period. To guard against such a contingency the company will set aside from its earnings a sinking fund of one hundred thousand dollars per year. This sinking fund will, compounded at five per cent. interest, amount to more than \$20,000,000 in fifty years.

Many will regard this as a useless precaution but it does away with the last and only chance of any trouble about the payment of the principal and interest of the bonds.

This sinking fund is really the only tax which the mortgage bonds place upon the company.

The stock represents the entire property of the company subject to the mortgage which really cancels itself.

So that the stockholders become ultimately the owners of

Eight blocks of land which cost in 1870.....	\$1,700,000
And which is estimated will be worth in January 1, 1877....	2,000,000
Building to cost.....	7,000,000
Nine million dollars cash invested in bonds and mortgages, and which has realized.....	10,000,000

Total value January 1, 1877.....\$19,600,000

All the earnings of the Company, after deducting \$100,000 annually to doubly secure the bondholders, will be devoted to improving the property of the Company, the purchase of works of art and books for the library, and to making dividends to the stockholders.

After making the most liberal allowance for the purchases above mentioned, the Company expects to be able to declare an annual dividend of fifteen to twenty per cent. on its stock, after the building is open to the public.

Bear in mind that every three months a certain number of the bonds are cancelled, and thus the bonded debt of the Company is reduced each three months, and at the end of fifty years the entire debt of the Company has been paid off, while the assets of the Company are not diminished.

Under new laws just issued, no national school in Russia is to be opened without official sanction, and they are all to be placed under Government control. In each district this control will be exercised by a school council, the council to be composed of the marshal of the nobility, the school inspector, and representatives of the Ministry of Education, the Ministry of Home Affairs, and the Episcopal Diocese, and two members of the District Assembly, and one of the Municipal Council, when the latter takes part in the maintenance of schools. The expense of establishing the system of control above described is estimated at 319,000 roubles. The subjects to be taught are religion, reading Russian and ancient Slavonic, writing, the first four rules of arithmetic, and singing. Instruction is to be given in the Russian language, and those books only are to be used which are recommended by the Ministry of Education and the ecclesiastical authorities.

New York School Journal, AND EDUCATIONAL NEWS.

PUBLISHED WEEKLY.

NEW YORK, OCTOBER 10, 1874.

WILLIAM L. STONE,
AMOS M. KELLOGG,
Editors.

WM. H. FARRER, Business Agent.

The columns of this paper are always open to all educational writers for the discussion of any live subject pertaining to the cause of Education. We invite contributions from the pens of Teachers, Principals and Professors; all contributions to be subject to editorial approval. Our friends are requested to send us marked copies of all local papers containing school news or articles on educational subjects.

We cannot return unaccepted articles unless sufficient postage stamps are enclosed for that purpose.

We want a *SPECIAL AGENT* in every town to whom we will pay a liberal compensation. Send to Editors for terms, etc.

OFFICE NO. 17 WARREN STREET, NEW YORK.

Faults of Teachers.

It may seem very severe to so useful a class as the teachers are, to pronounce them faulty, neglectful of duty, and wanting in that wisdom that would greatly advance their professional interests. And yet these charges are all of them true. Hard at work in poorly ventilated rooms with pupils too young to know the benefit they bestow even by their severity, and having a community about them to selfish or too ignorant to appreciate their honorable and invaluable mission; these teachers may possibly exclaim, "et tu Brute!"

The sum of their fault is in that one word—unprofessional. Scores of the teachers of this City will do absolutely nothing to learn about the business of teaching. They have "passed an examination" and have "got a position," and forsooth what more do they care. They will run all risks of being discovered to be incompetent, they will endeavor by personal arts to secure the favor of the Superintendent, Trustees, and Principal—they will do everything but improve themselves. Especially is this true of the lady teachers. Out of school, they crochet, read novels, gossip, in fact, do everything but enlarge their mental resources. Besides, a goodly number are being sought in, or are (if we may be pardoned for saying it) themselves boldly seeking marriage. There is left, however, a noble class of women who, though few in number, do yet by their unabated enthusiasm, their indefatigable labor, carry their lifeless sisters, and are themselves the soul of the profession. There are scores of teachers in our city schools who have never owned a single treatise on pedagogical science, and might be said to entertain pedagogical ideas only perforce. By them the Normal school and Normal training is simply endured. A journal devoted to education never reaches their hands, and so we may feel sure that this article will never reach the class it is intended to benefit. The subscribers, for example, of the *NEW YORK SCHOOL JOURNAL* begin with the entire Board of Education, and include the superintendent, the president, professors and teachers (generally) of the Normal College, principals of the Grammar schools, principals (generally) of the Primary schools, and trustees

(generally) of the several wards. But beyond this there are the teachers in the Primary and Grammar schools who never (unless by borrowing) the pages of a paper of incalculable value to them. These are they who are frightened by the appearance of the superintendent; who cannot rest nights for fear of losing their positions.

A further defect is that they neglect all those means which are found in lectures and reading on subjects cognate to those they teach. There is an almost total lack of that *esprit de corps* one might justly expect to find among such an intelligent body as our teachers are; the absence of this feeling is so remarkable that much speculation has been indulged in as to its cause. Whatever this may originate in, it is a fact, however, that little or no effort is expended to develop a general interest among teachers in the elevation of their own profession. To be a teacher, supposes not only the ability to teach in a school but also the possession of all those animating feelings that men and women engaged in common labors must necessarily be inspired by. Those advantages of encouragement and strength which are derived by being brought into contact with others engaged in the same pursuit are wholly lost to the majority of the teachers in our schools. The renewed vigor which come from these gatherings is unfelt and unknown. The dreary round of the school-room is not only felt by the teacher, but by his impressive pupils. It is therefore here to be repeated: that teacher who has no class feeling no professional brotherhoodism lacks such an essential element that success is impossible for him. Akin to this is the lack of a common unity. There is an Association of the teachers of the city of New York, and it is growing in strength, we are most happy to learn, but it comprises but a small part of the great body of those engaged in the schools. Such a society should not lack the voice and cordial help of a single teacher. There are men and women of the first rank in talent, in skill, in large culture, and extended views whose utterances would be of value to the whole nation. Well do we remember the voice of one of these nineteen years ago; it gave renewed strength to toil, it reflected a new glory on a profession that looked before common and un-honored. But serious disadvantages and losses arise from a lack of an expression of the real views, the consolidated common sense of the teachers of this metropolis. Here, undoubtedly, are the most accomplished instructors in the whole country; their utterances in monthly meetings would reflect honor on the weakest member; they would effect the arrangements and regulations which are made so often without knowing the wishes and views of the teachers. In fact the troubles of which our teachers complain so much, would nearly all disappear by a properly and strongly organized unity. For out of this, we think, would grow in time the *esprit de corps* so much needed, and also a professional spirit and behavior in place of the selfishness and illiberality now too common in the noblest vocation.

New York Evening High School.

The Evening High School opened on Monday, the 5th inst., in the Grammar School in Thirteenth Street, with 1600 pupils. Mr. Jared S. Babcock is principal, and there is a promise of a season of unusual usefulness.

The New York Board of Education.

The Board of Education met on Wednesday October 7, at 4 o'clock, P. M., and was called to order by the President, Wm. H. Neilson, Esq.

The following commissioners were present: Messrs Neilson, Baker, Beardsley, Brown, Dowd, Farr, Halsted, Jenkins, Klamroth, Lewis, Fraud, Man, Seligman, West, Wetmore, Patterson.

Absent, Hoe, Vermilye, Kelly, Matthewson.

Commissioner Baker sent up the following resolutions:—

Resolved, That the Clerk of the Board be and is hereby instructed to notify the Principals in all the Public Schools of the City; That the pupils of the schools must not be sent or permitted to be sent on errands, from the school premises during the continuance of the sessions of the schools.

Resolved, That the Committee on By-Laws of this Board, be and they are hereby instructed to take into consideration and report to this Board at an early date, upon the propriety of so modifying Sec. 61 of the By-Laws, so as to permit the Principals of the schools to send the janitors out of the building, whereon any sudden necessity or exigency may arise, the same to be entered on the visitor book with the cause of same.

Commissioner Farr sent up the following resolutions:

Whereas, The term of office etc., of office of the city and of Assistant Superintendent will expire on the 16th inst.:

Resolved, That the Committee on salaries, etc. be requested to consider and report what changes, if any in salaries, or otherwise should be made in connection with the filling of said position, which was referred to the Committee on salaries.

An invitation was received from Grammar School No. 29, to attend the annual distribution of medals to take place on the 8th inst., was, on motion of Commissioner Farr accepted.

A resolution was adopted on recommendation of the Normal School Committee, excusing the absence of Helen G. Morgan.

A communication from the Normal School Committee recommending that Prof. E. H. Day (who has been assistant professor of physiology for the past year), be made full professor, and receive the salary of \$3,500, was read. The resolution, however, did not pass but was laid over for one week on the objections of Commissioners Baker, Seligman, Patterson, and West. Commissioner Farr made a clear, straightforward statement of the case, and showed that it ought not thus to be delayed.

The Board declined to purchase photographic views of the Hall of the Board of Education for the Teachers.

The Executive Committee on the Nautical School, reported the need of an executive officer, and recommended Lieut. Commander George H. Wadleigh to the post with a salary of \$1,000. Commissioner Farr asked what were to be the duties of this officer, as there was a principal of the school.

Commissioner Wetmore explained, and a vote was taken, all voting in the affirmative.

The Committee on Normal and Model schools recommended the appointment of the following teachers in the Normal school:

Miss Laura Friend, with a salary of	\$800
" Frederica Constantine "	800

Miss Catherine E. Coleman,	" "	800
" Caroline C. Jackson	" "	600
" Barbara Mungassar	" "	500
" Alice Neustadt,	" "	500

Adopted by an affirmative vote.

The Committee on Evening Schools reported the advisability of opening an Evening School in G. S. No. 60, in 23d Ward, and the appointment of Mrs. M. Reins as principal, which was adopted.

The same Committee also recommended the appointment of the following teachers in the evening schools. Adopted.

4th Ward, Male,	Charles W. Kimball.
5th " "	Hannibal Robinson,
" " "	James Rogers,
" " "	Michael J. Drummond.
7th " "	James G. Smith.
8th " Female,	Mary Healy.
10th " Male	Thomas Busche,
" " "	Aaron R. France,
" " "	E. V. Mansell,
" " "	Patrick Gleason.
17th " "	(No. 13) Edward Althaus,
" " "	August Baumgarten,
" " "	Gengel Hessel.
" " "	(No. 25) Robert H. Pellegrew,
	Principal.
" " "	Jacob S. Woodworth,
" " "	Charles L. Abbott,
" " "	William Bettman,
" " "	Mary A. Lynch.
19th " Female,	Kate Turney.
20th " Male,	Elmer Poulson,
" " "	L. Bittenweiser,
" " "	J. N. Miller,
" " "	Thomas Mason,
" " "	Eugene Bagen,
" " "	M. E. McDonald,
" " "	C. P. Kreizer, M. D.,
" " "	Emma L. Carroll,
22d " "	Louis Bourguin.

The same Committee sent up a resolution to open G. S. No. 40 for the instruction of a class of deaf mutes when 30 pupils apply, which was adopted.

The Committee on Teachers recommended the appointment of Miss Helen E. Boyce as principal of Pri. Dep. G. S. No. 6, in 12th Ward, which was adopted.

Also of Miss A. B. Mahoney to be V. Principal of P. S. No. 33, in 19th Ward. Adopted.

Also Miss Frances A. Westburn, as Principal of P. D. G. S., No. 66, 24th Ward. Adopted.

After the transaction of some business relative to furniture, pianos, heating, etc., the Board adjourned.

The last report of the Commissioner of Public schools in Rhode Island, Thomas W. Bicknell, urges with force and sound reasons the policy of employing women as school officers. "It is very important," he says, "that the schools should have the benefit of the most valuable services that can be found for their supervision and control," and upon this axiomatic proposition he bases his argument. He says that an examination of the school registers of Rhode Island will show on the visiting lists the names of four ladies for every name of a gentleman, a fact that indicates how much stronger their interest is in school affairs, even when they are under no obligation of official responsibility. This is also manifested by their attendance at teachers' institutes. His conclusion is that none of the public duties now intrusted to men can be so properly or readily delegated to women as the care of schools.

Correspondence.

Progress in No. 10.

Editors New York School Journal:

One of the highest classes in No. 10, of which Mr. H. M. Sanborn is principal, has a library which was contributed to the boys of the present and a former class; and they have also printed blanks, as though they were a thoroughly organized corporation; and they have made it the rule, that all who receive "Good notes," on Friday, are to have the use of the library books for one week, and, as "the books are of a very good selection," so said the principal, a great interest naturally takes possession of the boys who strive to get "Good notes."

Some will probably say that it tends to draw off the boys from their legitimate duties, but the results, of this class for the past year show that a greater interest has been given to their studies by these library books, and therefore, they have not only assisted the teacher in accomplishing better results than heretofore, but they have likewise tended to draw off the boys from reading the trashy and heartful yellow-covered novels of the present day.

C. S. C. JR.

NEW YORK, Oct. 5, 1874.

To the Editors of the New York School Journal:

I am resting here at Pittsfield, Mass., for a few days, after pleasant visits during the past week in the several towns on the Housatonic river, and railroad.

This town is the northern terminus of that railway, and one of the most beautiful and healthy, in all New England. The plain upon which it is located is about 1000 feet above the sea. The population 11,000. The principal buildings of importance are; the Roman Catholic Cathedral, the finest in Western Massachusetts; Maplewood Seminary for young ladies near by; and the elegant stone church. Congregational, also the High School building, which was formerly the Berkshire Medical College.

In the park, opposite the Congregational church, once stood the old elm tree, beneath the shade of which, Ethan Allen mustered many of his "boys," who marched on Ticonderoga during the Revolution.

The drives about Pittsfield are charming, in all directions, and nature and art have combined to make the roads both smooth and hard. As I trudged along, yesterday from Lenox to this point, six miles I enjoyed the sight of many fast and gay turnouts dashing along, leaving in their wakes, great clouds of dust.

There are in town, eight school buildings; the High School occupies a conspicuous site at the extreme south end of the village. The principal, is Mr. Albert Tallman, a graduate of Amherst College, having a salary of \$2,000 per year, he has one male assistant.

The Grammar School building is located in the centre of the place. Mr. E. B. Wilson, principal, having a salary of \$1,500 per year, he has three assistants, their salaries average fifty dollars per month. In the other school building there are two teachers. I have found thus far, the lady teachers in this state to be persons of culture and refinement, and graduates of either the State Normal School of Westfield or Bridgewater.

In the early part of last week I visited the

schools of Great Barrington. I found the High school to be one of the best schools in New England. The principal, Mr. H. H. Scott, with a salary of \$1,600 per year, is a genial and whole souled gentleman, with heart and ambition fully up to educating youths of both sexes; in these schools the sexes are educated together it being considered the better system. Here they are taught Greek, Latin, music, mathematics and French, and all other branches necessary to qualify them for admission to College. Great Barrington is one of those places of earth which one never enters without wishing never to leave. It rests in quiet tranquilly, beneath the branches of many of the statliest elms, while the mountains on every horizon seems to shut it out from the busy world beyond.

My next stopping place was Stockbridge, eight miles north of Barrington, as I walked from the depot to the village—being too independent to ride—and a body feels like walking upon the soft green turf, and as Dr. Sam Johnson once said, "it is one of the pleasures of life to take a walk in the country," I could say, "sweet Stockbridge loveliest village of the plain." I entered the only hotel in the place, and was at once attracted to the cosy setting room for gentlemen. It being evening, and the weather chilly, I gravitated towards and old-fashioned fireplace, and upon the fire irons were heaped great sticks of oak and hickory, which crackled and hissed and blazed, and sent their cheering warming radiance far around. In due time I was marshalled by the dignified landlord to the dining hall, and there in presence of city folks as boarders, and under the inspiring influence of a palatable and sumptuous supper. I fell into a glorious reverie of everything and everybody around me.

There the comforts of a well kept hotel, and the rural delights of hill and wood and dale charmed them to the spot.

Just opposite me, sat an elderly lady, with her gray hair, tightly curled, and head covered neatly with a crape cap, kindness and love beamed in her face, and as you looked at her, you would at once exclaim "Grandmother." That dear old soul anticipated all my wants, passing to me such food that was beyond my reach. There were many noble looking ladies present, both old and young, eating and enjoying and gaily gossiping. Many brown plump, and handsome children were there too, scattered up and down the hall at the tables, dressed in suits of sailor blue, not one of them had been inside of a school house for three months.

I was out early next morning taking a look at things. I sauntered slowly along the wide and well shaded street, and the first object that attracted my attention was an elm tree of vast size, surely it was six feet in diameter and one hundred and fifty feet high, a noble tree. In the distance, and opposite the old Congregational church, I observed a monument, and approaching closely I read: "This monument was erected to Jonathan Edwards, by his descendants." It is a beautiful shaft about twenty-five feet high of Nova Scotian marble. In seeking information about this worthy divine, my landlord informed me, pointing in the direction, there, in that brimstone colored house, lived the great preacher more than a hundred years ago.

I visited the school in the forenoon, and found the principal Mr. Benjamin M. Hall, with a salary of \$1,400 per year, a quiet, modest gentleman, about 30 years old, a graduate of Dart-

mouth College, he has two assistants, at \$600 each. Having charge of the High school he teaches Greek, Latin, Mathematics and music. The school building and grounds are the finest in the Housatonic. There is a lovely and natural grove, surrounding the house and extending back into the rear, comprising about eight acres. There in those romantic shades are heard the mellow twitter of the robin and the sharp call of the blue jay. While overhead leaping from branch and spray and rock many frisky squirrels are seen. The velvety lawn furnished a suitable place for croquet.

The school is well conducted and everything is in good working order. The school committee were also present, and their kind behavior towards me, made it a pleasant visit. I left it with a hallowed memory of its quiet character, and envious of the little ones taught there.

J. OKLEY.

PITTSFIELD, MASS., Sept. 28, 1874.

To the Editors of the New York School Journal:

I do not say that personal favor, "outside influence," or a neglect of duty has ever given a New York teacher an unmerited certificate; neither do I say that personal disfavor or an unduly rigid examination has been used against any unsuccessful candidate. I hear occasionally of such things, but rumor is not to be trusted. Envy and incompetency often try to cover themselves by finding fault with an examiner who has done his duty too well to suit the disappointed candidate. But I think I am safe in saying this: If, with all the latitude that has been allowed to the superintendent of New York City for the last ten years, exact justice has been done in every case, it is not because the law is such as to secure justice by its own operation, but because candidates have in every instance fallen into the hands of examiners who were learned, wise, honorable, and gifted with common sense.

But is it judicious to examine by a system which is fallible in its application and which may be easily used for an unjust purpose? Would it not be far better for examiners and examined that such a system should be adopted as would be both reliable and just in its operations? Every lover of justice and expediency must answer yes. Can such a system be adopted? Perhaps not in full, but certainly in some studies much may be done in that direction. For instance, a candidate for teacher's position is required to undergo an examination in arithmetic. But can he form any idea of what will be required of him? Very little. Arithmetic may mean ten problems which a child could solve or it may mean twenty problems which upon the spur of the moment could not be solved by one-half the principals of the city. The candidate can therefore only make a leap in the dark and trust to luck to help him through. But suppose that instead of the indefinite term arithmetic the law should fix upon certain standard arithmetics from which the problems to be solved should be taken, and that these and exactly parallel ones should be the only ones required, and still farther, that the choice of the test problems should be put beyond the control of the examiner or any other person. Let the problems also be so drawn that all candidates for the same grade of certificate shall be put on the same footing. Then let the law fix upon the minimum per cent. of correct results in order to pass in that study. This plan being adopted and made known to the

public, candidates can then prepare for an examination with their eyes open. They can do honest work and expect honest results. There will be no necessity for an examiner to waste his time in finding out that a candidate is a fool. The candidate can find it out for himself without putting himself into the examiner's hands.

This same plan could be adopted in examining the greater part of the studies required, and so far something definite and trustworthy could be obtained. Suppose, now, the law should grant certificates to all candidates who neither fell below the minimum allowed in each study nor the minimum allowed on the average of all the studies, this latter minimum being put much higher than the former.

It strikes me that this plan, though not free from objections, has far less than the present plan. It secures to the candidate an impartial trial, and if he fail he can enter no plea of unfairness on the part of the examiner. He is well aware that the law gives him full protection against personal disfavor, which, under the present law, might prove an impossible barrier to success, and he is just as well aware that there is no getting round the work by which he is to be tested. And this, it seems to me, is only equity. It is just as necessary that a candidate should have it in his power to compel an examiner to do him justice as it is that the examiner should compel the candidate to bear a certain test before granting him a certificate. Each party has rights and each should have the power to enforce them.

But none the less is this advantageous to the examiner. As I have already said, he will have far less occasion to show candidates that they are only blockheads when they supposed themselves well-informed. Candidates of any ordinary degree of intelligence, knowing exactly to what they would have to submit to, would work long and hard to meet their examinations with credit rather than run the risk of showing themselves unable to stand an examination. Thus the examiners will get rid of a large part of the unpleasant business of showing sensitive and honest candidates that they are not so intelligent as they are expected to be.

Again, an honest examiner wants to feel that whenever he gives or refuses a certificate it is done on the merits of the case independent of any wish of his own. This plan will enable him to do so. He has only to follow the law which leaves him no room for doubting the honesty of his decision.

Probably no man can long fill the office of superintendent in New York city without being directly or indirectly asked to stretch his conscience a little and smooth the road for an incompetent teacher. Under the present system he could easily do so, and if a kind-hearted man he would find it hard to refuse the favor to a personal friend. A adopt the plan I propose and such requests would seldom be made, and when made the examiner has only to say "The law gives me no choice in the matter, so you see, my friend, the thing is impossible."

In this letter it is not my purpose to show how this plan can be carried out in all its details. I think no honest and skillful examiner would find any difficulty in its application after giving it a little careful study. He has only to secure the following conditions:

1. The quantity and quality of the ground of examination in each study must be exactly de-

fined and made public, varying from time to time only as the actual wants of the schools may require.

2. The conditions upon which a certificate is granted must also be made public.

3. The tests applied to each candidate for the same grade of certificate must be the same in quantity, quality and variety.

4. No person must have any choice in the selection of the test work by which a candidate is to be examined, the law being such as to decide that point by lot or in some other impartial way.

5. No candidate must be allowed to receive a certificate except by a full compliance with the standard conditions.

6. It must not be possible to withhold a certificate from any candidate who has fulfilled the standard conditions.

E. W. BROWN.

BROOKLYN, Sept. 26, 1874.

What a Teacher Should and Should Not Be.

The School Superintendent of Dodge County, Wisconsin (Mr. L. M. Benson), encloses a copy of the following in each certificate he issues:

A TEACHER SHOULD

Labor diligently for self-improvement.
Thoroughly understand what he attempts to teach.
Prepare himself for recitation.
Require prompt and exact obedience.
Call on pupils promiscuously, as a rule.
Ask the most important questions, though not found in the book.
Teach both by precept and example.
Manifest an active interest in the studies of his pupils.
Make the school-room pleasant and attractive.
Make few rules except this one—do right.
Avoid governing too much.
Let his pupils see that he means what he says.
Take good care of his health.
Teach the subject not mere words.
Visit the schools of others.
Read some good educational journal.
Attend teachers' meetings.
Have complete control over himself.
Keep up good courage if right, even when strongly opposed.

A TEACHER SHOULD NOT

Talk much or very loud.
Promise what he cannot perform.
Threaten for anticipated offences.
Be hasty in work or action.
Punish when angry.
Speak in a scolding, fretful manner.
Be late at school.
Attempt to teach too many things at a time.
Use a hard word when an easy one will answer quite as well.
Let his pupils see that they can vex him.
Let a known fault go unnoticed.
Speak evil of others or magnify small offenses.
Use (when well) stimulating food or drink.
Put off till to-morrow what ought to be done to day.
Trust to another what he should do himself.
Believe all reports without investigation.
Indulge in vulgarity or profanity.
Encourage tale-bearing.
Be weary in doing well.

The St. Louis Democrat says pertinently if rather bitterly: "The object now seems to be to so arrange the schools and households of the land so that the teacher may simply sit in judgment upon the manner in which the child has been taught at home. Children go to school not to learn, but to show the teacher how much they have been taught during the preceding evening at home."

General Information.

Rules for the Care of Pianos.

The way to cook a hare is, first—catch him. Your first care about a piano is to go to Merrill's, No. 8 Union Square, and rent or buy one on the very easy and cheap terms he offers.

Second.—Set it in a dry place not too near a fire or window—a few inches out from the wall or in the middle of a room.

Third.—Keep books and other heavy stuff off the top, which must be closed after playing.

Fourth.—Allow no inexperienced tinkers to tune or repair it, but send to Merrill's, 8 Union Square (165 Fourth Avenue), who employs only reliable workmen, and whose charges are reasonable.

We have often heard of the charms of music and their power in soothing the savage breast, but that is not all the purpose of music. Many breasts not savage, but containing hearts overflowing with the milk of human kindness, are not only soothed but delighted with the aforesaid charms. The most charming music we have heard lately was the sweet tones of a music box. It was so sweet that we were not satisfied with one box but purchased another. The ingenuity displayed in the manufacture of these instruments, the perfection in tone and time, and in their mechanism, is truly wonderful. Many a house is made happy from the emission of their dulcet sounds. We congratulate Mr. M. J. Paillard, of No. 680 Broadway, for his enterprise in putting so valuable a household companion and ornament at prices within the means of a large majority of our citizens. The instruments are so constructed that the purchaser has the option of selecting any variety of tunes, and should he ever tire of them (a doubtful contingency), they can be replaced by another set of his own at small expense.

A new idea in ink is made by Mr. E. Stuart, of Syracuse, N. Y. It is called the Secret Service Fluid for writing invisibly on Postal Cards. We recommend it to our readers as a useful article to those who would wish to write and know that only the person who receives the postal will be able to read its contents. Trial size by mail 10 cents.

THE WATERS CONCERTO PARLOR ORGAN.—We are glad to chronicle any new thing, or any improvement upon an old one, that tends to popularize music by rendering its study either easier or more attractive. Lately our attention has been called to a new patented stop added to the Waters reed organ, called the "concerto stop." It is so voiced as to have a tone like a full, rich alto voice; it is especially "human" in its tone. It is powerful as well as sweet; and, when we heard it, we were in doubt whether we liked it best in solo or with full organ. We regard this as a valuable addition to the reed organ, and advise those intending to purchase such an instrument to examine the "Concerto." Warerooms, 481 Broadway, New York.

HEALTH AND ECONOMY.—The Colwell Lead Co having had seven years' experience in the manufacture of tin-lined lead pipe, have reached that perfection in its construction which leaves nothing to desire. Their patent tin-lined lead pipe is as flexible and easily soldered as ordinary lead pipe, and is the cheaper when strength and durability are concerned. Water flows through it as clear as at the fountain head, and free from the slightest taint of lead and zinc poison or iron rust. In addition to the plumbing of houses, it is largely used for conveying water from wells and springs, also for beer pumps, mineral waters and water coolers; in fact wherever purity and safety to health are desirable. Descriptive pamphlets sent by mail free. Price 16½ cents a pound for all sizes. Be not deceived by tin-washed or tin-coated imitations. Address Colwell Lead Co., 213 Centre street, New York. Also manufacturers of lead pipe, sheet lead, bar lead, block-tin pipe, bar tin, pig tin, pig lead, solder, etc.

Mr. Schuckers' "Life of Chief Justice Chase," just published by the Messrs. Appleton, is an elegant book of 500 pages, and has a good likeness with other illustrations. It is a well-written, faithful biography, full, but not overburdened with trivial details, fair but not concealing anything like a feeble weakness. The work is judicious if not judicial, and all that anyone can ask. Mr. Evarts' noble eulogy is very properly added to it, and rests as a fitting and completing dome on a well-planned and finely-finished edifice.

A ROUGH. Coarse skin on the face is anything but pleasing to look upon, especially so with ladies. By using *Madame de Rossa's Antheo*, The coarsest skin can be made to glow with freshness and beauty. Antheo is the only harmless preparation in use. Price, 50c. Miller Bros., 113 Maiden Lane, N. Y.

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A few Opinions of the Press as regards the N. Y. School Journal.

We continue this week a few of the complimentary notices, which the N. Y. SCHOOL JOURNAL has received since coming under its new management. We can only trust that the pleasant and cheering words, thus spoken may be verified by the future career of the paper.

N. Y. State Educational Journal for October.

The *New York School Journal* has recently swallowed a couple of small educational publications; changed hands; appears in the form of a 16-page quarto; is very much improved in every way, and has gone back to its old price, \$2.50 per annum. As an educational newspaper this is probably the best publication in the world.

R. I. Schoolmaster for October.

The *New York School Journal*, a weekly educational journal, now appears in a new form under the title of *New York School Journal and Educational News*. It has been purchased by William L. Stone and Amos M. Kellogg, and is united with the interests of the *Educational News* and the *College Review*.

Index Niagarensis for October.

We have received two numbers of the *New York School Journal*, and we know of no exchange more systematically conducted. It is evidently in the hands of some experts who know what a paper should be. From our review of the two numbers before us we judge the range of the *School Journal's* topics to be quite indefinite, yet, not the less well written because so.

Catarrh!

"Catarrh of the Nasal Passages, Ears, and Throat," a pamphlet by A. N. Williamson, M. D., late Clinical Physician in the University Medical College. Price, 10 cents. Address, 25 East 20th street.

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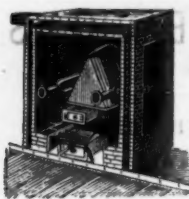
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